DOCUMENT RESUME

ED 435 041 CE 079 312

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TITLE	Emotional Intelligence: Keeping Your Job. Trends and Issues Alert No. 9.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-00-00
NOTE	4p.
CONTRACT	ED-99-CO-0013
AVAILABLE FROM	For full text: <http://ericacve.org/fulltext.asp>.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adjustment (to Environment); Adult Education; *Education Work Relationship; Educational Needs; Educational Strategies; Elementary Secondary Education; *Emotional Adjustment; Emotional Development; Emotional Problems; *Employment Level; *Employment Potential; *Interpersonal Competence; Models; Multiple Intelligences; Needs Assessment; Role Playing; Self Disclosure (Individuals); Success; Teaching Methods; Trend Analysis; *Work Environment
IDENTIFIERS	*Emotional Intelligence

ABSTRACT

Because emotional well-being is increasingly being recognized as a predictor of success in school, family, and work life, many are advocating that emotional intelligence be promoted as early as elementary school. Emotional intelligence involves two competencies important to career success: (1) the ability to recognize personal and others' feelings and emotions; and (2) the ability to use that information to resolve conflicts, solve problems, and improve interactions with others. The academic model that has been embraced by education focuses on cognitive learning or knowledge transfer rather than on the thinking processes that lead to emotional learning and play a big role in career and life success. Educators and organizations alike are recognizing the value of emotional as well as cognitive development and are increasing training for emotional intelligence. Teachers can facilitate learning by modeling the behavior they expect learners to demonstrate in school and/or on the job. Teaching strategies should address different learning styles and incorporate visual, sensory, auditory, and interactive elements such as role playing, group discussions, and simulations. Self-disclosure, in which instructors share personal stories to communicate how they dealt with an emotion, is especially recommended. (An annotated bibliography that contains 16 references constitutes approximately 60% of this document.) (MN)

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ERIC Clearinghouse on Adult, Career, and Vocational Education

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TRENDS AND ISSUES ALERT NO. 9

1999

Emotional Intelligence: Keeping Your Job

Emotional well-being is increasingly recognized as a predictor of success in school, family, and work life, bringing it to the attention of educational scholars who are starting to link cognition with emotional intelligence. This Alert reviews the rationale for promoting emotional intelligence as early as elementary school, and describes strategies being used to help students recognize and manage their emotions. It also presents some of the new behaviors that teachers can adopt to model emotional intelligence.

Feelings and Behaviors Are Being Linked to Career Success. Emotional intelligence is distinguished from cognitive intelligence by its focus on feelings and behavior rather than facts and knowledge. It represents a cluster of personal and social competencies that include "self-awareness and self-control, motivation and persistence, empathy, and the ability to form mutually satisfying relationships" (Cherniss 1999, p. 26). It involves the ability to recognize personal feelings and emotions and those of others and to use that information to resolve conflicts, solve problems, and improve interactions with others.

According to Goleman, author of ***Working with Emotional Intelligence***, education has embraced the academic model, which focuses on cognitive learning or knowledge transfer, rather than on the thinking processes that lead to emotional learning (Sternberg 1999). However, the most recent research has shown that emotions, personality, and motivation have much to do with career and life success. In fact, it has been noted that "IQ accounts for only 20 percent of the factors that determine success in life" (Cherniss 1999, p. 26).

Educators are Recognizing the Value of Emotional as well as Cognitive Development. In a workplace where success is dependent upon teamwork, collaboration, and good interpersonal relationships, educators and employers are uniting is their realization that technical and computer-related skills do not drive success. Emotional intelligence, which reflects one's ability to interact with others in a positive manner, is often the final determinant of a business's success. Since emotional intelligence must evolve over a period of time, with continual support, feedback, encouragement, and personal motivation, it is never to early to begin the process. Elementary school as well as adult learners follow the same basic process toward emotional development, e.g., identify feelings, think about reasons for them, and use that information to move forward to a demonstrated behavior. Experience in processing emotions can enrich the formal education of adolescents and the work life of adults.

Emotional learning processes cannot be separated from cognitive ones, for the two work together to effect emotional understanding and facilitate problem solving. The following process, presented by Finegan (1998), reflects an emotional development process that draws upon cognitive skills of thinking, prioritizing, analyzing, and decision making:

- Emotional intelligence involves the perception, appraisal, expression, and regulation of emotions.
- Emotional learning facilitates thinking; it involves the use of emotions to prioritize thinking and aid judgment.
- Emotional knowledge evolves through the analysis of emotions.
- Intellectual growth is spurred by the reflective regulation of emotions.
- Emotional intelligence facilitates problem solving by enabling the learner to consider his/her own as well as others' emotional states and pattern behavior accordingly.

Organizations Are Increasing Training for Emotional Intelligence. The Consortium for Research on Emotional Intelligence <http://www.eiconsortium.org> has conducted numerous studies on the use of emotional intelligence in organizations. It has identified several strategies for training and development in emotional intelligence that differ from cognitive and technical training. These strategies can be used for executive development and management, stress management, conflict resolution, and diversity courses. They involve helping learners to change habits by approaching people positively instead of avoiding them, listening without judging, giving feedback skillfully, and so forth. They are strategies that can be used to motivate learners to pursue training in and development of emotional intelligence (Cherniss and Goleman 1999).

- Assess the organization's needs to show a correlation between emotional intelligence and the organization's bottom line.
- Help the learner to assess personal strengths and limits when dealing with emotions, especially negative ones, by seeking input from multiple sources.
- Provide feedback on assessment of personal strengths and limits in a caring and respectful manner.
- Link the learning goals to personal values, making them specific so that learners can see how they can improve their emotional processing.
- Provide multiple opportunities for learners to practice and give frequent feedback on performance.
- Promote team building along with behavioral change by establishing small groups where learners can support and encourage each other through the change process, and build trusting relationships.
- Incorporate reflection into the learning process, helping learners to think about how they have applied the skills they are learning, the barriers they have faced, and factors that have facilitated growth.

New Teaching Strategies Reflect the Modeling of Emotional Intelligence. Teachers can facilitate learning by modeling the behavior they expect learners to demonstrate in school and/or on the job. "The behavior of a supervisor or any high status person is crucial for the transfer and maintenance of new emotional and social competencies" (ibid., p. 13). Teaching strategies should address different learning styles and incorporate visual, sensory, auditory, and interactive elements such as role playing, group discussions, and simulations (Laabs 1999). Especially recommended is the use of self-disclosure in which instructors use their own stories to communicate how they dealt with an emotion. Sharing stories that reflect the instructor's self-awareness, motivation, and persistence provides a model of behavior that learners can emulate in their own efforts to form mutually satisfying relationships and become more emotionally intelligent (Cherniss 1998).

Resources

Bates, Steve. "Your Emotional Skills Can Make or Break You." ***Nation's Business*** 87, no. 4 (April 1999): 17.

Reviews Goleman's book ***Working with Emotional Intelligence*** and highlights the following "best practices": assessing the individual, delivering assessment with care, and focusing on manageable goals.

Bushell, Sylvia. "Putting Your Emotions to Work." ***Journal for Quality and Participation*** 21, no. 5 (September-October 1998): 49-53.

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According to Hendrie Weisinger, emotional intelligence is the degree to which an individual can use his/her emotions, feelings, moods, and those of others to foster effective operations and positive behavior.

Cherniss, Cary. "Social and Emotional Learning for Leaders." *Educational Leadership* 55, no. 7 (April 1998): 26-28. (EJ 563 897)

Educational leaders must reflect the social competencies promoted by advocates of emotional intelligence. They must be able to forge working relationships with many people, serve as mentors and coaches, and exhibit self confidence and an ability to modulate emotions.

Cherniss, Cary, and Goleman, Daniel. ***Bringing Emotional Intelligence to the Workplace.*** Technical Report Issued by the Consortium for Research on Emotional Intelligence in Organizations, Piscataway, NJ: Rutgers University, 1999. <http://www.eiconsortium.org>

Discusses the possibility of improving the social and emotional competence of adult workers through training and development programs. Identifies 14 empirically supported models of best practice for developing emotional intelligence in the workplace and offers 22 guidelines for developing emotional intelligence in organizations.

Cooper, Robert K. "Applying Emotional Intelligence in the Workplace." *Training & Development* 51, no. 12 (December 1997): 31-38. (EJ 555 024)

Identifies three driving forces of competitive advantage: building trusting relationships, increasing energy and effectiveness, and creating the future. Contends that emotional intelligence, not IQ, dictates who will have the most satisfying and successful lives. Lists four cornerstones of emotional intelligence: emotional literacy, emotional fitness, emotional depth, and emotional alchemy.

Dumas, Lynne S. "IQ vs EQ." *Parents* 73, no. 89 (August 1998): 140-145.

Asserts that emotional intelligence is a greater measure of success than IQ, influencing a child's ability to make friends, recover from adverse situations, and enjoy life.

Farris, Dale. "Working with Emotional Intelligence." *Library Journal* 124, no. 6 (April 1, 1999): 147.

Identifies the following emotional traits that make up emotional intelligence and that are demonstrated in the corporate world: self-awareness, motivation, self-control, influence, altruism, empathy, and the ability to love and be loved.

Finegan, Jane E. "Measuring Emotional Intelligence: Where We Are Today." Paper presented at the annual meeting of the mid-South Educational Research Association, New Orleans, LA, November 4-6, 1998. (ED 426 087)

A discussion of emotional intelligence is presented using three studies to illustrate the concept and its measurement: (1) a study conduced by J. Mayer, M. DiPaolo, and P. Salovey regarding the emotional content of visual stimuli; (2) a study by P. Salovey and others involving differing abilities for attending to, clarifying, and managing emotions; and (3) a study by J. Mayer and G. Geher regarding the identification of emotions.

Goleman, D. ***Working with Emotional Intelligence.*** New York: Bantam, 1998.

Shows that the single most important factor distinguishing star performers in every field is not IQ, advanced degrees, or technical expertise, but the quality Goleman calls emotional intelligence. Provides guidelines for cultivating these capabilities and explains why corporate training must change if it is to be effective.

Johnson, Lynn. "Emotional Intelligence." *Executive Excellence* 16, no. 8 (August 1999): 10.

Defines emotional intelligence as the ability to recognize and deal with inner feelings and thoughts and to understand one's own impact on others.

Laabs, Jennifer. "Emotional Intelligence at Work." *Workforce* 78, no. 7 (July 1999): 68-71.

Emotional competence is acquired over an extended period of time. Training and teaching directed to the development of this skill must take the time factor into account and afford guidance and feedback that leads the learner to unlearn old habits of thought, feeling, and action that are deeply ingrained and learn new ones.

Miller, Mike. "Emotional Intelligence Helps Managers Succeed." ***Credit Union Magazine*** 65, no. 7 (July 1999): 25-26.

The attributes of a successful manager are correlated with those characterized as reflecting emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills.

Orr, Joel N. "Eat a Toad!" *Computer-Aided Engineering* 18, no. 4 (April 1999): 74.

Having reasoning skills without regard for emotions can lead to poor decision making. People who cut themselves off from emotions also cut themselves off from the people they are here to serve, or be served by—spouses, children, parents, employers, coworkers, and customers.

Sternberg, Robert J. "Working with Emotional Intelligence." *Personnel Psychology* 52, no. 3 (Autumn 1999):780-783.

Delivers a critical review of Daniel Goleman's book ***Working with Emotional Intelligence***, pointing out statements that lack substance, assertions that are unsupported with references, and contradictions. However, the value of discourse on emotions, personality, and motivation are applauded.

"The Emotionally Intelligent Worker." *The Futurist* 33, no. 3 (March 1999): 14.

Contends that those workers tho are best able to deal with their own and their co-worker's feelings stand a better chance of organizational success.

Zigler, Ronald Lee. "The Four Domains of Moral Education: The Contributions of Dewey, Alexander and Goleman to a Comprehensive Taxonomy." ***Journal of Moral Education*** 27, no. 1 (March 1998): 19-33.

Investigates the correlation between John Dewey's and F. Matthias Alexander's writing and Daniel Goleman's research and ideas about emotional intelligence. Emphasizes the internal as well as external domain of moral education and development.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under Contract No. ED-99-CO-0013. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. *Trends and Issues Alerts* may be freely reproduced and are available at <http://ericacve.org/fulltext.asp>.

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